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As we go to press . . .

The racket of an electric drill and shouts of workmen rising from the city street, eight floors below, prevent the informal chitchat from which this foreword usually emerges. They also remind us that many wise people are moving their offices into the suburbs where they can operate in greater quiet.

Some day soon—well, if we can dream in all this clatter you wouldn't want to stop us, would you?

If you are an educator, you have been exhorted, often enough, to adopt a philosophy of education. You probably have one, whether you could set it down on paper or not.

By the same token, an editor should have a philosophy of editing. Maybe we can make ours clearer to ourselves by trying to tell you what it is. First, in all our editing, whether for school personnel or for citizens in general, we take for granted that our audience is intelligent, reasonable, and eager to learn what goes on—the news, that is—facts, bits of truth, little bases on which to build judgments. What we ourselves think doesn't matter half so much as does the question of our ability to make our readers sit up and take notice, then do their own thinking. From independent thinking will come whatever improvements are to be made in education or elsewhere.

Education has many aspects, phases, facets, problems. By and large it is a very human subject. Each article and paragraph we publish should be not only worthy of attention but so written as to capture the interest of many readers. A magazine of education, as we view the matter, should awaken the same sort of response that a well-taught lesson does in any classroom. As editors we would hate ourselves if we thought our product went on the shelf without being read. But from what we hear this is not what happens to our little pet. Likely enough o. 1. p. gets all cut up or snitched entirely. You would be amazed if you knew how many subscribers order back copies to replace those that have been lost—or something.

Your Textbook Reporter

Plane Geometry

Hart's **Plane Geometry** emerges in a rewritten edition with open type pages and improved flexibility. It provides a minimum course for the slow learner and an abundance of starred and optional material for the faster or more ambitious student. Basic concepts are built up in an introductory chapter by careful explanations. Later, the order of theorems has been changed to bring polygons further foreward than in most other texts. Precise demonstration is emphasized throughout the book. Tests are given in ample number and variety. The concluding chapters, eight and nine, deal respectively with analytic geometry and the art of reasoning. If the student learns to demand precise definitions and to avoid the pitfalls of false logic from his course in plane geometry supplemented with the material at the end of the book, his energies will not have been wasted. Praise is due for the clean-cut diagrams and the halftone illustrations of geometry in daily use.

At one point we learn that merely because a girl's mother was unable to master geometry, the daughter must not conclude that she is similarly dumb, since it is a matter of effort. Effort plus capacity would be more accurate. But why discourage the young lady?

PLANE GEOMETRY. Walter W. Hart. D. C. Heath and Company, Boston. $2.00

The High School for Today

The type of institution envisioned by Harold Spears in **The High School for Today** is quite different from the type existing in most places. The present high school has evolved from the old academy with its emphasis on preparation for college and the professions and the author thinks it has not evolved far enough. Its growth has brought changes but not yet, in most instances, a realistic reconstruction in the light of present needs.

Written in a vigorous style, the book declares we have heard plenty of reports from commissions to last us for years to come. There are not enough model schools in operation to put first-hand demonstrations within reach of all teachers and curriculum makers. So the task is mainly one for each school to work out in response to its own particular situation and the needs of its students—all its students, not only those who aspire to white collar jobs, of which there are too few to go around. If the curriculum were planned around the needs of the students, it would take into account family relations, civic responsibilities, social and economic factors and other equally important aspects of life. History, for example, would not be studied for its own sake but incidentally, as something to be dipped into wherever it would contribute to a better understanding of things present or to come. Old ideas of mental discipline and transfer of learning are dismissed without ceremony. If high schools were measuring up to what is or ought to be demanded of them, they would enroll and keep to graduation, not 60 but 100% of our young people, Mr. Spears believes. Here you have the core of the book's message. There are many ramifications which, in this brief report, cannot even be cataloged. Cartoons by the author are amusing.

THE HIGH SCHOOL FOR TODAY. Harold Spears, American Book Company, New York. $4.00

The American College

The post-war influx of veterans into existing educational institutions intensified many old problems and created many new ones. Thus the appearance of this book, **The American College**, with its detailed consideration of where our colleges stand and whither they are heading is altogether timely. It is the work of various authors, each a recognized leader in some aspect of college development. We see the beginnings and expansion of the colleges. We witness the swing from cultural studies to sciences and technology, the subsequent trend toward vocationalism, and now, in certain instances, a reversal in the direction of a so-called general education that seeks to revive some of the traditional disciplines. Shall we educate the whole man to rationality and a balanced sense of values before we turn him out into his chosen occupation? Shall we serve up culture to him in capsule form or give him time to digest larger amounts of intellectual food? How shall we make sure that what he learns will be applied in daily living? It all presents a might challenge to faculties and administrators.

One thing stands out clearly. Our educational leaders are trying to reexamine objectives and to work out more direct ways of reaching them. This book gives you a feeling of encouragement. Its authors have spent less time quarreling and more time planning constructively for better outcomes than the reader would have expected from so composite a treatise.

THE AMERICAN COLLEGE edited by P. J. Valentine. Philosophical Library, New York. $10.00

Early Years at School

Obviously the person who is to teach young children requires special preparation and frequent refurbishing of her store of knowledge. Much in-service development will come with experience and observation. But help can also be had from reading. Such a book as **Early Years at School** provides many facts and theories that have gained wide acceptance during the past decade, regarding the young child, his school, its curriculum, and the many ways in which teachers and parents may work together on the problems of the child's mental and social growth. These matters are neatly set forth by Dr. Ilse Forrest in this brand new book. Children of every age from two to eight are described to show the changes to be watched for. What shall be attempted in pre-nursery, nursery or kindergarten years? What should come with grade one, and so on? And how shall reading be prepared for, how begun, by what methods fostered? What of number work, the arts, social attitudes and all the rest? Many progressive techniques have been modified in recent thinking. Others have been approved and are increasingly in use.

The author's discussion of instruction in reading illustrates the trend away from faddish practices to a keener recognition of what goes on in learning to read and hence a merging of various methods—sight, sound and context each contributing,

no single means holding the monopoly. This is common sense, perhaps, but it has been a long time evolving and it may be here to stay.

EARLY YEARS AT SCHOOL. Ilse Forest. McGraw-Hill Book Company, New York. $3.75

Great Short Stories

Is it credible? Do the characters do what they would do in real life? Does it all build up to an impressive climax? Does it open windows on life? Such are the tests a piece of fictional narrative must pass to get into a collection of **Great Short Stories**, if we take the word of the Illinois professor who compiled this collection. The compiler is Wilbur Schramm, who knows the pain and pleasure of writing short stories himself. His introduction really digs into the nature and significance of this sort of composition and comes up with what the reader needs to know and think about if he is to enjoy the short story that is truly rich and to distinguish it from the weak and poor. There is a full account of how one of Schramm's tales was evolved. The entire introduction is both entertaining and rewarding, and well within the range of the average high school student.

The volume itself comprises eighteen of the best short stories America has produced, eight more by English writers and five from French or other foreign sources. Many other specimens are listed, as are various anthologies.

Study of this book should lead to highly rewarding discoveries.

GREAT SHORT STORIES. Wilbur Schramm. Harcourt, Brace and Company, New York.

Making Mathematics Work

Fred and Polly are taking a commercial or so called general course. We must equip them with the mathematics they will need. **Making Mathematics Work** is written to provide the answer, or to enable them to get the many answers they will require. We picture them holding a whip hand over mathematics, as per title. But they, not mathematics, will do the work. This text will tell them how. It will be quite direct and simple. It will show them how to use arithmetic as a tool. It will emphasize the solution of probems, not about men rowing up a river or women selling half their apples, but such things as figuring wages, over-time or piece work pay, tax deductions and the like. It will introduce them to budgets and wise buying. They will meet insurance, banks and investment; instalment purchases and borrowing. At the end there will be bits of geometry for computing areas and volumes, and a minimum of algebra for using formulas or finding what x or y has up its sleeve.

The subject is plainly treated, down to earth, practical and specific. Photographs and cartoons advertise the goals ahead. Black type, script, and boxes lend variety and emphasis.

Fred and Polly will have only themselves to blame if they emerge unable to figure their pay checks, not knowing the value of thrift, easy marks for the dollar-a-week-for-life fellows, and in all respects innocent of figures.

MAKING MATHEMATICS WORK. Nelson and Grimes. Houghton Mifflin Company, Boston. $2.40

Cursive Basic Handwriting

Penmanship has given way to handwriting. Today's children are luckier than they know. For one thing, they no longer need to practice one way when teacher is looking and their own way when she is not. They can sit comfortably. They can choose between a print style initial and a script style—the latter not too fancy. They may decide how much or little to slant their letters, even going vertical or backhand if such is their personal inclination. But the writing must be legible. The slant must be consistent. There must be no shading, no want of spacing between words or lines, no senseless flourishes. Capitals are only twice as tall as small letters like "a" and "m". The trick of joining letters should be learned.

Theory and practice are all provided in the workbooks of **Cursive Basic Handwriting**, of which Books 4 and 6 are asking your inspection. Along with some of the wise sayings that one expects on a copy book are to be found models of letter writing and envelope addressing. But the fact that most impresses the casual observer is the new spirit of liberty, the recognition that all men are not created equal with respect to forming characters on paper. This means less rebellion during drill and less to unlearn when school is out. Thus happiness once more enters the schoolroom and legibility with simple good taste ought to result, at least for the time it takes to acquire a good typewriter. After that one seldom writes anything by hand but a signature and this, of course, should not be legible.

CURSIVE BASIC HANDWRITING, 4-6. Stone and Smalley. Charles Scribner's Sons, New York.

Teaching in the Elementary School

Much that has been discovered and written in recent years about the education of children has been gathered into this new text on **Teaching in the Elementary School.** The authors claim no radical departures from the theories and practices that are now generally approved. But the novice in this field needs to know many things about children and her own task in directing them toward desirable goals. The essentials require some two dozen meaty chapters to expound.

What are the opportunities and responsibilities of the elementary teacher? What is creative learning and how can it be encouraged? Is discipline an end in itself or a by-product of good teaching? What is meant by socialized discussion and how should it be utilized? What are some of the professional and business problems of the teacher? What of assignments, questions, problems, drills, reviews, use of visual aids, interesting children in the community and the community in the children? What are the laws of learning and what is the general pattern of growth observed in children? How does one allow for individual differences? How, above all, may the teacher avoid discouraging her young charges? How may she help them to get along together through varied experiences in group research, planning and play? These and a hundred similar matters are taken up and sensibly solved, in so far as real situations can be anticipated in a book by three authors who have encountered all the difficulties themselves and have observed the struggles of the beginning teacher with understanding and the desire to help.

TEACHING IN THE ELEMENTARY SCHOOL. Mehl, Mills, Douglass. The Ronald Press Company, New York. $4.50

EDITORIALS

EDUCATION IN DEPTH

Education becomes more extended year by year. We cover more topics. We assign more investigation, more supplementary reading, more activities. We encourage children to exercise the divine right of free discussion — a right once reserved to elders of the tribe.

No one can deny that education today has more length and breadth than ever before. But what of that third dimension — depth? Does education grow thinner as we seek to stretch it lengthwise, breadthwise?

Admittedly vast numbers of new facts and relationships are springing up around us. Our graduates need to know much more than we knew a generation ago when we were handed our diplomas. We cannot ignore the realities of the expanding universe. But can we, at the same time, do more about that third dimension? Can we probe deep enough or rise high enough to develop understanding, to glimpse underlying truths and to set up ideals?

Science and technology are vital to human survival. We must equip multitudes of our youth to enter these areas and become experts. But science and technology are only slightly concerned with values. Some of the institutions that train engineers, scientists and other specialists have begun to require more education in depth for their students. All recent efforts to provide for general education are signs of a similar awakening. It matters little what we call it or how we organize to bring it about. Many of our best teachers manage to do it on their own because that's the way they are constituted — the thing that makes them better teachers. Let's have more of them. And let's encourage the ones we have.

GENERATION TO GENERATION

Parents frequently wring their hands and hearts over the mistakes their sons and daughters make or seem to make. These parents are sometimes heard to say, "If only our young people would learn from us what we have learned about life the hard way, they could do much better."

Yes, it does sound reasonable. Think how much further each new generation might advance in culture, morals and civilization if it took off from the shoulders of the preceding generation.

Maybe so and maybe not. Young people cannot distinguish between the useful and the useless things their parents claim to have learned from experience. Youth is skeptical, wants to experiment, hopes to find the answers in its own way. No doubt the process leads to mistakes and wasted effort. But if youth depended on the past for instruction, never venturing on its own, how far would it get? Would society really advance or would it stand still?

Birds, beast and fish learn from their parents or in other mysterious ways the things they need to know. Human beings are endowed with curiosity. They must try this or that unexplored course of conduct. It irks them to be told the old paths are good enough.

Much of this they will live down as they grow older. They will come to see that the experience of the race is more valid than they once supposed. Then, like their sires before them, they will sit back and wish their children were wise and reasonable like themselves.

It is the story of the ages. We are where we are today because of it. And where are we today? Have we progressed? We are ahead of the beasts and fish, presumably. We can outfly the birds — but the larks and nightingales seem happier.

UNEASY RESTS THE HEAD

American colleges and universities, both privately and publicly supported, are worrying about their finances. Many are operating in the red. The flood of GI students is receding. Endowment funds draw smaller returns, while costs of everything the institutions buy keep going up. Contributions from alumni continue at high levels, but not high enough. Federal and state governments and industrial corporations underwrite scientific research in many instances, but very little such aid is available for instruction, least of all for that in non-scientific subjects.

Searching frantically for ways to increase their revenues some universities have gone into lines of business not related to education, but using the tax exemption intended for the encouragement of education to swell profits or undersell competitors. Other doubtful practices have been undertaken, which appear to place the entire system of tax exemption in jeopardy.

Educational leaders are not inclined to ask for assistance from Washington, lest traditional freedoms be impaired. Possibly they would welcome federal scholarships for the especially gifted, if these could be administered fairly. But these at best would help only slightly.

There isn't any ready-made answer. Maybe a number of minor adjustments will be worked out that will combine to relieve the strain. Our centers of learning will try all sort of expedients before they will think of fold-

ing up. And they will have many friends to help. Here and there a college may go under for lack of resources or resourcefulness. The fittest by certain standards will survive. By what standards? This is the point we ought to think about as citizens interested in the nation's future.

RESOLVED

Resolved, that summer vacation should always be long enough to make children and teachers tired of it.

If your vacation has met this need, the opening month of school can be one of the best. Fresh hopes and ambitions are in the air. Incidentally the air itself comes through open windows and all the stuffiness of last year has blown away. The life of the school has not begun to be complex and hurried. There are no tests to cram for. No rehearsals are under way. No exhibits have been announced. Things just aren't so complicated as they will become later.

It's a grand time for getting the regular work started in the right direction. It is not a time for letting matters drift, for condoning indolence. Well begun is half done.

LESS TALK, MORE BUILDING

We hear so many dire predictions of children standing in the rain for want of schoolroom accommodations, and so many actual reports of half-day sessions and other signs of overcrowding — that we like to learn that here and there a state is taking steps to meet the problem. For example, Connecticut. By offering to pay up to one-third the cost of a new school building if the local district will pay the rest, Connecticut has greatly stimulated school construction. At one time this summer, some 183 communities were ready to go ahead with projects which would cost a total of over — well, what do the figures matter. Encouraged by the state's offer, the towns and cities are doing their two-thirds share of the paying off, and it won't be long before the $60,000,000 made available by the legislature will be taken up, though the state will pay by instalments as do most communities. Provision has so far been made or is in prospect for 66,000 of those otherwise rainsoaked youngsters, and that's all to the good.

Mind you, the commission that is handing out the subsidies is having something to say about how the money will be spent, where the school shall be located and what sort of blueprints shall be followed — not dictatorially, you know, but effectively. That's part of life, where money is involved. Fortunately the director of the Fund is Charles F. Ritch, a seasoned schoolman, and the commission members are also members of the state board of education. Never worry too much about Connecticut.

MAINE STUDIES STATE AID

Patchwork legislation in the State of Maine has resulted in a mess of subsidies to local school systems. These subsidies have taken on fifteen different forms. There is much red tape and frequent complaint of inequities. The state contributed over five millions to its local schools last year, or 25 percent of the total costs. The national average is said to be forty percent. So Maine authorities have set to work to straighten out and simplify the tangle. Two committees are investigating the whole matter. First a sub-committee of the State Board of Education has rolled up its sleeve with Commissioner Harland Ladd leading the inquiry. The other study group is part of the "little Hoover Commission" appointed by Governor Payne to see what reforms are needed in taxation and expenditure to bring about greater efficiency and economy throughout the commonwealth.

What will come of all this is anybody's guess. But the probabilities are that Maine will make a fresh start in its program of state aid, under a new code of school laws. Maine will learn from other states and may well have sound ideas of its own. Forty-eight states provide forty-eight laboratories for determining the best way to finance the schools.

A NEGLECTED SUBJECT

Thirty-two teachers met during the summer at Philadelphia to compare notes on the teaching of money management. They agreed on the importance of this much neglected study, and exchanged views as to where it should be placed in the curriculum, how much time should be given to it, and how the matter should be handled.

Inability to make ends meet, to live within one's income, is a highly prevalent malady among adults. Instruction and practice in budgeting would undoubtedly do some good. People should be shown where expenses can be cut and where cutting does harm. After all this is learned comes the real test. It is a test of self-control and character.

If a large percentage of the young people in school today can be taught to avoid financial pitfalls when they grow up, as perhaps they can, this is a proper task for the schools. The fact that there are many spots in the curriculum where this matter could suitably be taken up should not be made an excuse for omitting it altogether. One remembers the donkey that stood between two haystacks, only to starve to death because of indecision.

ROBERT FROST AS TEACHER

MILDRED LARSON

"I have a pet aversion to filling out questionnaires, and I am very sure that Bobby Frost would shake his whitened locks in despair and unquestionably file such a questionnaire in the usual manner, and his aim would probably be excellent."

I could afford to laugh as I read the above statement, for Ellorton Reusswig had not "filed" the questionnaire. Instead he, and numerous other kindly disposed former students of Robert Frost's, not only answered the questionnaire on which I was gathering data on Frost as a teacher, but even wrote lengthy, informative anecdotal accounts on the reverse side of the question sheet. It is from these anecdotes and questionnaire answers that the following conclusions about Frost as teacher have been drawn.

Primarily Frost wanted to teach through informal but personal contacts. At the University of Michigan, where he first had the opportunity to be a "visiting personality" on the campus, he had had to arrange to meet his students somewhat formally. Informality that year was achieved perhaps sooner than the professor had hoped, for on the first evening, according to Mr. Robert L. Perry, the group in the college library seminar room "were just in the midst of a fine lot of discussion when a librarian with a window stick barged in on us, shut the windows, and told us what time it was, and that we'd have to clear out; she was closing the place." After that the seminar met either at Professor Cowden's home or Frost's, where the members sat sociably around the fireplace.

Although relaxed, the students were educationally stimulated. "We'd get some ginger ale and cookies or donuts, if memory serves," continued Mr. Perry. "We'd lounge around in comfortable choirs and on a divan and read our stuff and talk about it. —The greatest lesson we had from Frost was that to do what we all hoped to do, we'd have to want to write more than anything else. We'd have to drive and discipline ourselves. In my case, I was forever lounging in the most comfortable manner in a big chair curled up on the divan, and he put me on about it, as a sign of laziness." Ease and laziness had no place in education for Frost. "Teach a little and teach it hard" is the motto he says he prefers to use as a teacher.

Since many of the groups Frost taught were interested in writing, much of the discussion centered on their own writings. Mr. Angus M. Babcock wrote: "These discussions were usually opened with, 'Well, what have you got for me tonight?' " Reading and criticism of students' work followed. Constructively Frost pointed out what could be improved and, finding what was good in a composition, he emphasized it. According to Miss Stella Osborn, "He was encouraging but not promising." He impressed his students with the idea that they should write as "amateurs." Interested as he was in what members of his class were writing, Frost, nevertheless, did not encourage his students to look upon themselves as writers or potential writers. Miss Dorothy L. Tyler felt that Frost reiterated one point—"the necessity of the writer's having his own signs of individuality and personality." He looked for and praised signs of individuality in the writings handed to him. As Miss Osborn recalled, even a fault in her writing was accepted by Frost as part of her individual style, after she explained that she had recognized the fault and tried unsuccessfully to correct it.

What part did the professor take in initiating work in this loosely organized class? Answers make it obvious that no definite assignments were made to the class; yet everyone knew he was to hand in some writing. Frost started general discussions from which individuals might find clues for writing topics, read from the works of authors of past and present, told anecdotes of the ways in which various authors encouraged their own creative thinking, led discussions on literature, or suggested that students leave the classroom for the outdoors, for in walking something might "happen" to them; *i. e.*, an emotional response or an intuitive idea might be theirs. Mr. Willard L. Darling explained that, because Frost felt that writers have "literary moments," he did not assign student-writers dates on which compositions were due; yet students knew that they were to write and hand in their work whenever they could describe "some thrilling experience" or "powerful reaction to a view, reading or ideas."

From the amusing letter of Mr. E. N. Reusswig, one gathers, however, that Frost did not always leave his students to find their own literary moments or inspirations, especially if the latter produced nothing of value; then he was concrete in his suggestions and instruction. For some time, Reusswig wrote, he had been producing feeble attempts at

writing which finally aroused Mr. Frost, who telephoned at ten-thirty one evening to ask Reusswig to call on him immediately.

"I was met at his front door with a cheerful smile, shown into his living room, asked to sit down; and his first explanation to me was 'Reusswig, what in the world are you trying to do?' The obvious answer was creative English writing, to which he replied, 'Your whole trouble is that you are not writing things that you have lived or experienced. For instance, what do you do in the summers?' I sheepishly told him that I worked in a canning factory where they canned fruits and vegetables, whereupon his eyes lit up brightly; he tapped me on the shoulder with the admonition, 'I want you to go right home now and write me a story about a canning factory. Good night!' I returned to my room and stayed up until four o'clock in the morning writing what I considered to be a trivial little bit of romance which I had observed in our canning factory."

Mr. Reusswig continued the story, describing the next meeting of the seminar class, at which Frost read his story and complimented it by calling it creative writing. He told of questioning Frost after class as to what he should do next and of Frost's telling him to continue writing about canning factories. Having written successfully once about the life he knew in the factory, Mr. Reusswig continued throughout the course writing about canning factories and pleasing the professor by the reality of his details. Still cognizant of the inspiration he received from Frost as a teacher, Mr. Reusswig ended his letter: "I shall be always more than grateful for that evening visitation, when, in the parlance of Horace Greeley, he (Frost) exhorted me 'to go home,, young man, and write about canning factories.' "

Reusswig's experience reveals two facets of Frost's philosophy. First, Frost believes that one should write on the "common in experience", but express it in "uncommon language." Second, Frost feels that much teaching can best be done through individual contacts, prearranged as Reusswig's was or seemingly more accidentally arrived at. Students recall, as Prof. Theodore M. Greene did, that "the best part of the evening came after the class broke up and a few of us went with him to the 'Greek's' for some food. There we would talk until after midnight and we often walked home with him." From Frost's teaching, this writer received "a respect and appreciation for poetry"; from Frost's personality, he received a deep impression, for to him Frost seemed a "wise and human and friendly person."

It is interesting that those who mention on the questionnaire that they enjoyed extra-class contacts with Frost, magnify his importance to them as a teacher. On questionnaires which credit Frost as being "dull" or "average" rather than a stimulating teacher, there are no indications that Frost had personal contacts with the students. Obviously Frost succeeded best when he did what he feels a teacher should do—stimulate a student to work, leave him alone to do his work, but be ready to listen to his problem or to give him an additional stimulus. Professor E. Merrill Root summarized Frost's influence in this way: "If a student was awake and aware—mature and interested—he (Frost) was of tremendous value. For 'grinds' or for dolts, he was perplexing and perhaps uninteresting. He made no attempt to systematize, to suffer fools gladly, to popularize, to 'talk down to,' or to placate the mediocre. Any course was only a point of departure. He educated by general influence; by superior presence."

In teaching "literature" classes, Frost's technique was as personally his as his method of teaching writing. His only interest was in making literature come alive. That it did for many students is clear. In a letter Captain Ralph Myers wrote: "The only clear recollection I have of his classroom activities is his endeavor to sing a number of sea chanties. Even today his rendition of 'Blow the Man Down' has not been equalled in my experience." Many former students of Frost's recalled writing and acting short versions of pre-Shakespearean plays. Almost all told of Frost's having famous authors visit him and the class and of his telling anecdotes about the famous writers he knew. Some remembered ideas about which Frost had felt keenly: for example, that the best literature is brief—the poem—the short story. Among the last group was Professor Root, who wrote: "His best teaching, as I remember it, came in his talks—they were not formal lectures—on literature and writers. I remember one on SINCERITY IN WRITING. We never knew they were coming; they sprang like Minerva full-armed from the head of Zeus. They were extempore, impromptu, unannounced, and only vaguely related to the course we were taking."

Since 1916 Frost has been a visitor-teacher on college campuses throughout the United States. Where he has remained for a few days, he has met students for long evening chats on philosophy and literature. Especially at the University of Michigan, Amherst, Harvard, Dartmouth and Bread Loaf he has taught for years through the informal and personal associations which he likes to have with students. That the method has its effectiveness is most complimentarily shown by a remark of one of his Breaf Loaf students. "He doesn't teach; he just makes you enjoy poetry."

ON THE MEANING OF "ENGINEERING"

LOUIS FOLEY

In these days when technical training seems so imperative, schools of engineering have attained to great prominence in the educational picture of our nation as a whole. As a matter of background, it may be illuminating to reflect upon the development of meaning in the term "engineering", and how it registers the progress of modern civilization.

Originally the word "engineering" meant the art of managing *engines.* An engineer was a designer or constructor of engines, or one who operated an engine. Needless to say, our conception of engineering has become vastly more comprehensive and more thoroughgoing than such notions of it as our forefathers held. Respect for that calling, however, will not be diminished by our having some realization of how its basic idea has developed.

Our common word "engine" has traveled a long way, and has come to be something very different from what it once was. There was a time when it stood for the idea of a peculiar quality of the mind—something very individual, very "human." Gradually through the centuries it has changed until now it seems like a perfect symbol of the "*non*-human" element in industry. In its old meaning, which our race has forgotten, it represented an extreme contrast with the idea of "force". Now, on the contrary, we are likely to think of it as a most typical representative of force or impersonal power. How did this curious change come about? The complete answer would involve a review of human progress during many hundreds of years.

It is descended from the Latin word *ingenium,* and is a distant relative of "genius." *Ingenium* originally meant the natural quality of a thing, the special innate property which is its very essence and makes it what it is. Then it came to be applied also to the temperament or character of a person, the natural disposition which is "born in him." From this general idea it was specialized to the meaning of intelligence, talent, or genius, and then to that of a man of genius. Another step in association of ideas made it signify the product or result of genius, namely an "ingenious" invention, an artful contrivance, or a skilfully-devised plan. Since men have always devoted much of their inventive powers to improving the means of warfare, we can understand how in Latin the name *ingenium* acquired the meaning of a "war engine", particularly a battering-ram.

From *ingenium* the French language developed the form "engin." At the time when this French word came into English, it could still be used in most of the meanings which it had inherited from its Latin ancestor.

Anybody who is familiar with old French proverbs will probably know this one:

Mieux vaut engin que force.

It expresses a basic thought which is to be found in many comic stories and plays produced in France during the Middle Ages, and indeed it has many later echoes in French literary tradition. In translating it, however, we cannot use our word "engine;" we have to say: "*Ingenuity* is worth more than strength." Yet there was a time when *engine* commonly had, in English also, that same meaning of *ingenium;* Chaucer so used it in his *Canterbury Tales,* which he wrote about the 1380's. Here it is interesting to notice, as appears so clearly in the French proverb, that it stands for something which is contrasted with the idea of physical force.

Though obsolete now, there was once in use the word *enginous,* meaning much the same as "ingenious" but with rather more the suggestion of craftiness.

We have seen the association of ideas which already in ancient times had given to Latin *ingenium* the secondary meaning of the *result* of ingenuity, a device or contrivance. This figurative meaning was destined to overshadow the literal one so completely that the latter finally dropped out of use.

A couple of centuries ago, the name of *engine* was still commonly applied to a device or contrivance of almost any kind whatever. For instance John Gay, in 1716, used it for the "patten," a kind of overshoe with a heavy sole, having underneath it an iron ring and upright connecting piece, to raise the foot out of the mud. Telling how the blacksmith made this article, he wrote:

> Straight the new engine on his anvil glows.

In his *Essay on Man,* Alexander Pope asks what would happen if our sense organs should rebel:

> What if the head, the eye, or ear repined
> To serve mere engines to the ruling mind?

In another poem, *The Rape of the Lock,* Pope used the word more than once for a pair of scissors. In *Night*

Thoughts, Edward Young applied the term to people, much as we might now speak of people as being "mere machines":

> Heav'n arms
> With an illustrious but tremendous power
> To counteract its own most gracious ends:
> .....
> That power denied, men, angels were no more
> But passive engines, void of praise or blame.

As we have observed, *ingenium* developed in Late Latin the special meaning of an instrument or mechanism of warfare. This meaning persists to the present day in our word *engine*, which, in proper context, certainly continues to suggest a "violent" effect. It does not now have the range of application that it had when Milton used it in 1637, referring apparently to a sword:

> But that two-handed engine at the door
> Stands ready to smite once, and smite no more.

It now suggests much more readily —as indeed it no doubt suggested somewhat more naturally even then —such a mechanism as a catapult or a battering-ram. Retaining always the fundamental idea of a violently destructive military mechanism, it has widened this particular meaning to cover the various form of artillery which the scientific use of explosives has made possible. This was a very natural development; it must have been foreseen by anyone who thought very much about the matter. Terrors much like those of our present-day wars had been imagined long before, though they had been expected rather as a direct expression of the wrath of God than as the operations of human beings. If one reads them with events of recent wars in mind, these lines of Edward Young (about 1745) seem prophetic; they might be taken as a poetical interpretation of the impersonal horrors of modern warfare:

> At the destined hour,
> By the loud trumpet summoned to the charge,
> See, all the formidable sons of fire,
> Eruptions, earthquakes, comets, lightnings, play
> Their various engines; all at once disgorge
> Their blazing magazines; and take by storm
> This poor terrestrial citadel of men.

The meaning which the word has in such a phrase as "engine of war" or "engine of destruction" is, in fact, familiar to anyone who has read widely in either poetry or prose. This signification does not appear to be in any immediate danger of becoming obsolete. It can hardly be said to have been used any more naturally when Charles Dickens, in 1838, spoke of "guns, swords, pistols, and patent engines of destruction," than in a recent newspaper editorial advocating strict legislation to prevent various military weapons, especially machine-guns and bombs, from getting into the possession of criminals:

> It is manifestly impossible to put forth any logical argument in favor of the promiscuous distribution of machine-guns and similar engines of destruction.

Surely the writers of newspaper editorials are not very likely to indulge in expressions which are not in current use. A few years ago a national news service presented a series of pictures showing the development of modern implements of warfare under the title, "Engines of Death."

Another specific meaning which involved the idea of violent effect was that of an instrument of torture, particularly the rack, which was a frame or apparatus for subjecting the whole body to severe tension by stretching the limbs in different directions. It is to this, of course, that Robert Burns alludes in his *Address to the Toothache*:

> Tearing my nerves wi' bitter pang,
> Like racking engines!

Meanwhile the word was developing significance in other fields. The idea of a device or contrivance grew into that of a skilfully-devised mechanism; the word "machine", with its modern associations, expresses with fair accuracy the meaning which *engine* was coming more and more to have as its most particular and important one. The machine might be of almost any kind, but it was increasingly likely to be one which was employed in manufacture.

In the name of the "cotton-gin", which Eli Whitney invented in 1792, *gin* is merely a clipped form of *engine*, used in the sense of "machine." This shortened form of the word, in fact, was used by Chaucer in the fourteenth century, though the kind of "machine" thus referred to was usually some kind of magical device or mechanical plaything rather than anything of practical everyday use.

The growth in the meaning of this word kept pace with the march of the industrial revolution. Alongside the engine of war, an efficient means of destruction, there developed other kinds of engines devoted to purposes of production. Few of these have brought greater consequences with their increasing mechanical efficiency than the one to which William Cullen Bryant referred:

> ..... fair pages flung
> Fresh from the printer's engine.

Yet this peaceful progress of the mechanism has at times seemed to be producing something scarcely less horrible in its effects than the engine of war. Charles Dickens in *Nicholas Nickleby*, speaking with enthusiastic admiration of the free and healthy life of gypsy children, remarks "that their lives are spent, from day to day, at least among the

waving trees, and not in the midst of dreadful engines which make young children old before they know what childhood is, and give them the exhaustion and infirmity of age, without, like age, the privilege to die."

There was, however, one kind of "engine" which was destined to be of monumental importance — the *steam* engine. Though its fundamental principles were discovered by French and English inventors in the seventeenth century, the credit is usually given to James Watt for having brought it to a point of relative perfection about 1782. During the nineteenth century the enormous influence of this invention upon various forms of industry caused it to stand out above all others as the type of engine, the one most deserving of the name. The prefix "steam" was in time largely dropped as unnecessary; the simple unmodified word *engine* naturally suggested a *steam* engine, the kind which people had most occasion to talk about, and which had the most obvious influence upon their economic welfare.

But the nineteenth century witnessed another revolutionary advance in the widespread construction of railroads, which had been made possible by the invention of the *locomotive* engine. As the railroads became more and more common and familiar objects in everyday life, the word *engine* took on a further specialization. Still representing essentially a steam engine, it came into wide use as the name of the special kind which travels along rails on wheels turned by its own power. The comparatively technical term "locomotive" remained always as the precise designation, but in popular usage the word *engine* generally referred to this sort, except where the context, expressed or understood, plainly indicated some other. If a locomotive was not intended, the machine was usually called a *stationary* engine. The continuance of this usage may be observed in headlines from recent newspapers:

> Engine Thrown Into River
> Engine Hits Street-Car; Several Hurt
> Engine-Car Crash Victims Improve
> Baby, Run Over by Engine, Escapes
> Girl Escapes Death by Clinging to Engine

Though the railroad found its way into poetry, the word *engine*, in the modern sense of locomotive, was not to be so readily accepted for poetic use. In his poem, *To a Locomotive in Winter*, Walt Whitman did not use the word "engine" at all. In *The Iron Horse*, James Whitcomb Riley carried out in detail the metaphor implied in the title, with references to "ear," "gait," "rein," "mettle," and "mane;" he used neither "engine" nor "locomotive." These two poems form an interesting contrast. Since we know that Whitman went so far as to coin some very curious expressions, in order to escape from the connotations which words had acquired through literature or tradition, it seems very likely that he deliberately avoided *engine* because, to the reader of poetry, it might carry some of the flavor which it had in the verse of Pope and others of the classicist school. Riley, on the other hand, probably felt that the subject needed to be clothed in the language of old and familiar symbols, or else it would seem prosaic. The would-be realist (however sentimental at heart) rejected the word because it was too poetical; the sentimentalist rejected it because it was not poetical enough.

What has our own twentieth century been doing to the word *engine?* Various forms of steam engine, including the locomotive, remain vital factors in our industry and commerce, and *engine* is still the name applied to them. The great increase in the utilization of electricity appears not to have altered the meaning of the word; the electrical power machine is called a "dynamo" or a "motor." The gasoline engine, employed as the driving force of the automobile, might be expected to influence the meaning of *engine*, if anything could. Yet the word does not mean "automobile engine" unless one is already thinking of automobiles, any more than it means "marine engine" unless one is already thinking of ships. Probably the meaning of steam engine or locomotive seems less inevitable than it did a generation or two ago, but surely it is still a "natural" meaning of the word.

Now, there are thousands of words which have started as the names of concrete objects, and, through figurative use, have finally come to be thought of as representing abstract ideas. We do not think of "style" as meaning literally a writing instrument, or of "humor" as referring to one of the liquids of the body. The progress of *engine*, however, has been from abstract to concrete. From the meaning of the innate quality of a thing, an idea so abstract that it scarcely occurs to the average person, this word has changed until it now stands for something which might be accepted as a perfect symbol of modern materialism. If we were not able to trace, as we can, the intervening steps, such a far journey would be well-night incredible.

Yet our contemplation of "engineering" should not stop here. However mechanistic, materialistic, or inhumanly impersonal our modern machines may seem to be, we know that in order to come into existence they had first to be imagined in human minds. Obviously, then, the human mind is infinitely greater and more wonderful than these marvellously complicated things which

it has created. Also these mechanical triumphs might stand as symbols of human solidarity, for the combined efforts of many men were required to bring them to perfection.

One may go farther and say that the whole business of engineering rests upon religious assumption, or at least upon a philosophical foundation. In the words of C. S. Lewis: "....Atheism turns out to be too simple. If the whole universe has no meaning, we should never have found out that it has no meaning." If the whole of reality were senseless, how could *we* have the sense to make use of its "laws," which we find to be dependable? Engineering, then, however triumphantly "practical," may lead a thoughtful person to a very high and optimistic philosophy.

FRACTIONS A LA CARTE

GLADYS RISDEN

"Oh, do I ever love fractions!" bubbles Lyn, dashing in. "I get A's all the time. Are they ever easy! Look, we're changing improper fractions to mixed numbers and all we have to remember is just to divide the top number by the bottom number. Look, like this."

Fingers twinkle as she chatters on. "3/2. Three divided by 2, 1½. 5/3. Five divided by 3, 1 2/3. Three divided by 2, 1½.

"Three halves equal 1½. Two-thirds equal 1½. How can that be?"

" 'Cause 3 divided by 2 is 1½", she answers reasonably, with grand tolerance for adult stupidity.

Lyn may be learning fractions — (or is she) — but apparently she is not learning that unlike quantities can't equal the same quantity. Apparently, also, a fraction is to her just two numbers with a line between them.

We decide to check further. "I have 7 half dollars in my hand", I say, showing her the money. "How many dollars is that?"

"Oh, our teacher hasn't shown us how to do that kind of problem yet. Look—7/3. Seven divided by 3, 2 1/3."

"Try 7/2", we suggest a bit wickedly.

"Three and a half. See, seven divided by 3."

"Now try 2/7."

"Oh, you're just trying to fool me. You turned the figures upside down. Divide 7 by 2. 3½".

We go to work. In the cupboard are cardboard discs of uniform sizes, cut into halves, thirds, fourths, etc. We dump a box of these on the table. "Put them together so they'll match this one," we say, indicating a whole one.

"Puzzles," exclaims Lyn. "Do I ever love puzzles!" She goes to work with a will. Her method is trial and error at first. She picks up a third, tries to fit it with the three fourths she has already put together. Rejects it. Grabs an eighth. Size of parts has no meaning to her.

We simplify the task. Putting together two thirds, we say, "Find one piece which is just big enough to fill this space."

She begins to develop ability to see sizes, picking up the right size quickly. Then we take the step to naming the size — one half, two-thirds, etc. At first, we supply the names. "Here is three fourths of a pie. Find the other fourth." "Five people to dinner today. Mom had to cut her pie into fifths. Here are three fifths. Find the missing two fifths."

Before long she was doing the talking. "There's three fourths of a pie. I'll have to find another fourth. Not this one. I can see right away that this is too big for a fourth. This one will do it..... Yep, it's this one. And I see something else that will do it. Two of these will do it. These are .... let me think. Don't tell me. I can think of it my ownself." She begins measuring off imaginary eighths on the fourths. Two and two more and another two. "Eight of them. These are eighths." Joy in her voice, the joy of a discoverer who reaches the unknown after an arduous struggle.

Lyn has discovered that fractions are named for their sizes. Never again will she think of 4/5 and 5/4 as one and the same size. Enough for one day.

She runs in again the next day. "Do some more fractions with me, please." She runs to the cupboard for the box of cardboard discs.

"Let's do something different today," say we, throwing down five fourths. "See how many whole pies you can make". The first one she fits together piece by piece. Then, looking at the result, she says, "A whole pie and a fourth of a pie."

By the sixth attempt, she is working surely and rapidly. We throw down seven thirds. She pulls three pieces from the seven in one motion, puts them together in another. Three more. And says, "Two and two thirds pies."

A few more and she exclaims, "Why, I'm changing improper fractions to mixed numbers! Look," — she runs for pencil and paper and writes down 7/3 — "this is what you gave me and I broke the seven pieces up into threes. Two threes in seven. So one was left over. Two and a third."

She begins giving herself problems as she had done the day before — but with a difference.

9/4. "Two fours in nine. 2¼.

Now, let me see if I'm right." She grabs for the pieces, does with them what she had just done without breaking them into groups to make wholes. Watching, we suddenly remember a picture in our old seventh grade history books that had always impressed us — Balboa looking upon the Pacific Ocean for the first time.

Suddenly her eyes dart a long contented look deep into our own. "Five fourths are one and a fourth. And four fifths..that isn't even one. And three halves are one and a half. But two thirds aren't even one. And Twenty twelfths. One and 8 twelfths. Twelve twentieths, not even one. Only.." She draws a circle on paper and experiments. "I guess it's about three fourths of one— or, no, not just exactly that. Let's do some like that."

"Like what?" we ask to prod her into further thinking.

"Changing one size to another size like.." she grabs up the pieces. "See! A fourth and two eighths are the same thing. Let's find out about changing them like that." Her voice urges us to hurry.

So we change larger sizes to smaller sizes and smaller sizes into larger ones. Halves to fourths and eights and eighths to fourths and halves. We think *sizes*, not terms. We don't "reduce to higher and lower terms"; we change "larger sizes to smaller" and "smaller to larger."

Next day Lyn runs in from school. "What do you think! We added fractions today. Most of the kids thought it was hard. But I didn't. I saw through what the teacher was doing right away. Look." I rescue the letter I had been writing and shove a blank sheet under her pencil.

"Two and a quarter and three and three eights. You can't put those pieces together until they're the same size. So you change the fourths to eighths. Then you have five eighths. I showed Cathy and Sherrill at recess and they said it was easy. They couldn't remember what to do when teacher explained it but after I showed them about changing parts to 'nother size they didn't have to remember any more. They just knew."

For a moment we were ten again, waiting for the test questions to be handed out. "To change lower to higher terms, divide...." What did we divide, or did we divide at all? Did we multiply, and what did we add? "To change an improper fraction...." For that moment panic surged into our throats, knotted our stomach muscles. Then we were fifty again. We relaxed. Never to have to remember. Just "to know." To know because she is now thinking sizes, putting parts of different sizes together and taking them apart.

JOE IS LEAVING SCHOOL

ROB ROY RATLIFF
Assistant to Director of Publications
National Education Association

Joe's dropping out of school. You know Joe. He's that tall, ungainly kid who lives down the street. He always wears a smile and has a word for those he meets. He's a nice kid.

I was surprised when a friend told me Joe was leaving school. "Why?" I asked. Joe was mature and well balanced. He seemed happy. He didn't give any appearance of being maladjusted. His parents were of average wealth and were interested in him. Why was Joe quitting school?

I soon found that this wasn't Joe's story alone. It belongs to thousands of children like him. I was shocked with what a little research revealed:

One child in six who finishes grade school this year won't enter high school. Fifty-five out of every 100 children in today's fifth grade will quit before they finish high school. Half of this year's high school entrants will drop out before graduation.

Consider for a moment that this is the land of opportunity where we boast of our extensive educational facilities and of our culture. We think we've made a fine record; yet over 50 per cent of those now in the fifth grade will never have the benefit of a full high school education. And what of those who drop out before then or who never get to school?

Records also show that we are to expect the largest enrollments in history within a few years. We can be proud of that. But these increased enrollments are not large enough or significant enough to hide the fact that after getting more children in school, we have too little holding power. School attendance laws help statistically in keeping marginal students in the classroom. When these children reach minimum ages, however, the exodus is just that much greater.

This isn't only Joe's problem. It is a problem for Joe's teachers, his parents, his school principal, and his school board—in short for his community. Statistics don't always give the full perspective. "This only touches a few hundred children," you say. "My students want to be in

school or they wouldn't be here." Do they?

Translated into national totals, the records indicate that this year one million to a million and a quarter children will quit before finishing high school. In the next 12 years we can expect somewhere between 12 and 15 million children to be "lost" by the schools before they reach the final year of high school.

What are the factors behind these alarming figures? One might point to broken homes and war-caused insecurity. However, a recent survey completed by Dr. Harold J. Dillon and published by the National Child Labor Committee, brings to light some points that reach right into the classroom and touch the teacher there.

As reported in the book, *Early School Leavers*, issued last October and based on interviews with over a thousand children who left school, a large majority of these "dropouts," like Joe, live with both parents, are not hampered by frequent changes of residence, and come from average income families. May they not be termed "average children"?

Why did they stop classes?

"*School!*" That's the answer if we are to judge by the 1,360 interviews Dr. Dillon has summarized. Over 70 per cent of these children listed reasons related to the school while only 20 per cent, the next highest group, gave economic reasons. The largest single group preferred work to school.

Other answers were, "was failing and did not want to repeat grade," "disliked certain teacher," "disliked certain subject," "not interested in school work," "could learn more out of school than in school." Several said, "nobody in school was interested," and "nobody to turn to for advice."

"From this it seems clear," said the report, "that the majority of school leavers go ahead on their own in taking this important step. Another unfortunate fact is that teachers and counselors are frequently so overburdened with other and less important tasks that their knowledge of the individual student is too limited to enable them to give him any real help if he asked for it."

Here's a clue for the earnest teacher who wants to help Joe and students like him. The time that it takes to listen to the problems of pupils and to try to understand them and to help them may make the difference between school and no school. About half of the students interviewed by the Child Labor Committee already regretted having dropped out of school. This total can be expected to grow year by year.

School-leaving symptoms to watch for include regression in scholarship, indifference to school work, grade failures, growing feeling of "lack of belonging," regression in attendance in relation to progression in grade, frequent school transfers, and sullen despondent attitudes.

Dr. Dillon lists these helps for combating school-leaving tendencies:

Know your student as an individual. Study him, his home, his family, and his living habits. Meet him on a person-to-person basis not just on a teacher-pupil relationship.

Obtain the student's confidence. Help him. Guide him. Give him your attention whenever possible. This is especially important for the child who comes from a home or environment where he otherwise feels he is not wanted. Individual conferences help.

Give your students personal recognition. Provide a program where each child can feel that he is achieving something. Give him recognition for the things he does accomplish. Develop school programs that *live*—that are alive with interest and application to other experiences and contacts of the student.

Provide something new for grade repeaters. Help them to progress by not requiring attention to the same material already satisfactorily covered. Home visits and parent interest and cooperation can contribute immeasurably to providing for the happy, progressive development of your pupils.

Other factors to be considered include extending social experiences, providing occupational information, establishing good records, beginning counseling periods early in the year, and designing courses to fit the special requirements of the students.

Administrators must do their part. A recent conference conducted by the U. S. Office of Education revealed that our secondary schools are leaving some 60 per cent of their students out of the picture. Spokesmen declared that for the 20 per cent who go to college and the 20 per cent who enter vocational work, our high schools provide adequate training. Those in between need special curriculum planning.

In reality, educators are learning to install programs that industrialists, manufacturers, and government officials are developing—programs with emphasis on the individual. Called for is a re-reading and a revitalized application of John Dewey's basic philosophy of recognizing the student as an individual and offering guidance and programming to fit his individual needs.

Rewards from such a program will be immediate. Your students and your classroom will be happier. School enrollments will increase. More of our children will receive what we feel is the necessary minimum education for grappling with the complicated problems they will be required to face. A better educated citizenry will develop—reflected in better homes, churches, schools, communities, and lives. The schools themselves will grow and develop in stature and effectiveness.

ADJUSTMENT VIA THE CLASSROOM

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Unkindness in social interaction is seldom demonstrated as forcibly as when those who suffer from emotional difficulties are avoided, ridiculed or rebuked by their associates. Serious enough during adulthood, the effects of that type of treatment are multiplied when children are involved. And children often are involved.

Since many adults are unable to overcome their impatience with the behavior of those who suffer from personality difficulties, it is understandable that children frequently are cruel in their treatment of the so-called "peculiar" boy and girls present in every group. Children naturally are less inhibited than adults in giving vent to reactions of dislike or disapproval of individuals who display nervous symptoms. This attitude toward classmates already burdened by emotional troubles often creates an environment too formidable for sensitive youngsters to manage. Consequently, the school situation may provide the very circumstances most apt to encourage the development of serious emotional conditions.

The typical classroom repeatedly confronts children with situations so difficult for them to face that many have been known to suffer serious psychological injury in attempting to do so. For instance, if children are permitted, they will persecute those among them who are extremely self-conscious, or those who display such common symptoms of instability as excessive stuttering, irritability, crying, fearfulness, blushing, trembling, or withdrawal from social activities. Likewise, physical abnormalities such as strabismus (cross eyes), a deformed foot, or unattractive features may cause some children to come in for more than their share of social mistreatment. If these experiences are sufficiently frequent, children who already are in precarious positions in terms of personality functioning may develop chronic disabilities.

Nor is it only the obviously unstable child we must be concerned about, for any normally adjusted child may develop seriously handicapping personality patterns as a result of experiences related to school activities. Thus, almost any youngster who is singled out by children's gangs and made a scapegoat, may lose his self-confidence. In the same way a reading difficulty, or low achievement in any subject may under certain conditions cause the child so much anguish that his entire outlook is affected.

To complicate matters further, harmful social relationships are not always obvious. Seemingly insignificant happenings, such as usually being "chosen last", not being wanted for a partner in a dance or a game, or being excluded from popular cliques because parents will not provide clothing in keeping with the fashion of the moment can also have their injurious effect on the boy or girl singled out.

Although children are susceptible at any age to maladjustment resulting from tensions arising in the classroom, the years when changes related to puberty and early adolescence take place are particularly hazardous. At that time social successes become painfully important, and as a result of the numerous glandular, emotional and physical alterations during these years the possibility of social error occurring is unusually great. Girls often are taller and more mature than boys, and embarrassing changes are taking place in their bodies; boys' voices may be changing and their attitudes toward certain "problems" such as their relationships with girls, attending to personal grooming, and social dancing, may be undergoing a perplexing metamorphosis. Most complicating of all is the tremendous range of individual difference that exists at that time, with some children being pre-pubertal, some early adolescent and some practically mature in development. The general result seems to be a rigid class structure of greater seriousness to the adolescent than any adult stratification is to men and women. Concomitantly, embrionic disorders may become more pronounced, or new problems of adjustment show themselves for the first time.

Up to this point, conditions which have been described have been those that might be present among children without adult interference. Certainly, it would be unrealistic to imply that adults do not influence the environment of the school. In spite of devotion to their jobs, teachers and others directly involved in education sometimes have erred in associations with their pupils and, as a result, have at least failed to encourage sound personality growth.

Mistakes have been made not because adults lacked good intentions, but for a variety of reasons including the immensity of the task they face in trying to educate too many children at the same time. It is not simple to attend to each child when trying to teach as many as 150 children during a day. An additional factor is the lack of sufficient understand-

ing by teachers and school administrators regarding the significance of unusual behavior patterns[1] in children. Not knowing the signs of early emotional difficulty, they can hardly be blamed for overlooking them.

We need not hark back to the cruelties inflicted on former generations of pupils. One can readily imagine the effect on an already hypersensitive child who is severely and repeatedly reprimanded before his friends; on the child who is given a mark of failure day after day; on the child who, painfully self-conscious, is suddenly assigned to making a speech before a large group; on the child who is told he must repeat an entire year's work; on the child who habitually is excluded from games or social activities because he is unable to complete his assignments on time; on the already self-centered and "spoiled" child who continues to receive special privileges in school. These things are taking place today.

An additional element which subtly but powerfully influences the personality status of the pupil is the teacher's attitude toward respective children. In spite of vehement denials, it is doubtful that teachers can prevent themselves from favoring some children and reacting somewhat negatively to others. All teachers try to maintain an objective attitude toward the children they instruct; yet it would require almost superhuman control of the emotions not to vary to some extent in responding to the heterogeneous personalities that make up any group of children. On the whole, there are very few emotionally maladjusted pupils who become "teachers pets", for usually those children are not the ones who possess qualities likely to endear them to teachers or fellow pupils. Unfortunately personality imperfections of some types might be benefited by the sort of treatment often given sound, happy socially-adjusted child, but seldom given to the emotionally handicapped child.

Before a misconception is created it must be emphasized that sympathy and indulgence can be as harmful to certain children as lack of sympathy is to others. Overprotectiveness and oversolicitousness on the part of parents has been shown to be conducive to the development of troublesome personality habits. Unquestionably, teachers can make the mistake of carrying on this same pattern by protecting some children too much. Obviously the child who perpetually has been waited on by his mother and in general prevented from achieving normal psychological weaning should gradually be encouraged to face his difficulties with a degree of independence comparable to that displayed by other children. By understanding the developmental history of each pupil, a teacher can adjust his handling of individuals so as to prepare conditions optimum to the improvement of mental health. It does not necessarily follow that in having a sympathetic attitude toward the child, the teacher should overtly display sympathy toward him: it may mean somewhat the opposite in some situations.

Psychiatrists, clinical psychologists, mental hygienists, and others whose occupations involve them in work with people suffering from personality disorders, know that they must overcome any tendency in themselves to feel irritation or repugnance in their contacts with those who need their help. As a result, most experts in these fields are able to so incorporate their own reactions with those of the patient that they understand his behavior and are able to see the problems which prompt him to act as he does. Teachers must acquire this attitude in their relations with children if the welfare of each pupil is to be served.

It should be rembered that pecularities of behavior as exhibited by a proportion of children may forecast the development of serious mental disorders in adulthood. People usually do not have "nervous breakdowns" because of a sudden severe catastrope, such as the death of a loved one or the occurrence of a great financial loss, although that idea is commonly held. Such disturbing episodes ordinarily serve as precipitating factors, rather than the cause of nervous disorders. On the other hand, it is generally agreed that most adult disturbances serious enough to cause hospitalization have been many years in the formation and that evidence of instability is often present during childhood.[2] Consequently, it is especially urgent that teachers and others who work with children learn to recognize behavior patterns which may be symptomatic of present or future disturbance, and that they provide a classroom environment that is most suit-

1. *For instance, comparative studies of teachers' reactions to various types of behavior and the reactions of mental hygienists to the same lists of behavior patterns has shown that teachers generally tend to consider violations of classroom order most serious while the mental hygienists consider such phenomena as extreme withdrawal as significant. For additional information see N. M. Campbell, "The Elementary School Teacher's Treatment of Classroom Behavior Problems", Teachers College Bureau of Publications, 1935; or E. K. Wickman, "Children's Behavior and Teachers' Attitudes," The Commonwealth Fund, 1928.*

2. *One authority states " the greatest error in diagnosis has been the failure to recognize many cases whose subsequent course too convincingly revealed the destiny of the child which should have been evident from the beginning." L. Bender, Childhood Schizophrenia", Nervous Child, 1:138, 1942.*

able for the development of sound mental health. To that end, the following suggestions are submitted:

1. The physical environment of the school and of the classroom should be made as attractive as possible. Effort should be put forth to "de-institutionalize" the atmosphere of the school.

2. The personal appearance of the teacher and of others who participate should be attractive and pleasant.

3 Avoiding embarrassment to anyone concerned, the teacher should obtain a thorough personal history of each child and should become familiar with his abilities and weaknesses.

4. Recalling that the child is largely the product of his inheritance and his environment, the teacher should put forth extra effort to understand those children who at first seem to possess few admirable qualities.

5. The teacher should try to become sufficiently acquainted with his pupils through social activities, games, and the like, to provide himself with an understanding of the social reactions characteristic of children in the age group he is instructing.

6. Knowing the personality of each child as thoroughly as possible, the teacher should gauge his treatment of the individual accordingly. When necessary, reprimand should be of the type suitable to the individual concerned, while the activities each child is called upon to participate in should be selected in accordance with his personality structure.

7. Without encouraging over-familiarity, the teacher should put forth effort to secure each pupil's confidence (especially those who display signs of malajustment) so that they will come to him for advice and counsel. This relationship should be sought even though the teacher may be a subject-matter specialist at the high school level.

8. The teacher should prepare himself through reading and advanced study to recognize early symptoms of emotional difficulty in children of the ages he teaches, and he should understand the proper procedure for obtaining assistance for those in need of psychiatric attention.

9. Provision should be made for each child to experience some successes. Subject matter should be given its proper weight and adjusted to individual ability levels in so far as possible.

10. Teachers should respect the personality of each student as carefully as they would respect an esteemed adult friend. With this in mind, teachers should consider the individual's reaction before making any decision that affects a pupil.

11. Through discussion with pupils, assignment of selected literature, dramatics, or any other means at hand, the teacher should encourage the development of mutually considerate viewpoints on the part of his pupils.

Teachers should not feel inadequate in attempting to meet the personality needs of their pupils. It is not unlikely that many teachers possess a better understanding of children's reactions through the close contact and unique observational opportunities they enjoy than do others outside the teaching profession who may have greater technical training in mental hygiene. Realizing that the contribution they are able to make in providing conditions appropriate to the emotional functioning of each child may be influential in the attainment of future success and happiness, they should be willing to put forth the extra thought and effort necessary to prepare the mentally-hygienic conditions.

SCHOOL BOARD MEMBERS— BY CHANCE OR BY CHOICE?

MARGERY W. STEER

The people in the town of X——— are for the most part conscientious individuals who abide by the law, pay their bills, support their churches, and love their children,—but occasionally are caught napping!

It is required by law that candidates for election to the board of education in the town of X——— must file petitions signed by a certain number of voters in August if their names are to appear on the ballot in November. Just a day before the deadline in August 1949, it was suddenly discovered that no one was running for the board! No petitions had been filed; no one in the community had given any thought to the selection of candidates for this important post. The clerk of the school board hastily circulated petitions for the two board members whose terms were expiring. Had this not been done, no candidates names would have appeared on the ballot and a handful of alert people—with or without axes to grind—might have written in and elected anyone who suited their purposes.

Board of education members are key men and women in every community. Whether one's interest is in the welfare of the family first grader in the local school or in the ultimate destiny of the human race, it is necessary that our system of free public education and the choice of the people who direct it be given careful thought. Upon the wisdom, foresight, and energy with which

board of education members plan the school program depends, to a large degree, the future of our children and our communities. To leave the schools in the hands of people elected by chance rather than by choice is a tragic mistake. Well-meaning but drowsy citizens are the delight of dictators!

MOVIES AND MENTAL HEALTH

GEORGE K. MORLAN

The majority of people go through life without believing deeply in anything or finding work they really want to do. Fortunate is the person who knows what he wants to do and can do it.

A good deal of the emotional instability common among adolescents is due to the insecurity boys and girls feel when they are faced for the first time with the problem of their life work. In YOUNG MAN WITH A HORN, a boy knew from childhood that he wanted to play the trumpet. There was nothing else he really cared about.

Such an ambition may seem trivial to educators, but singleness of purpose does have psychological advantages that most youth never know. The boy became a superb trumpet player, and in spite of the fact that the picture is designed for jazz addicts, even the ordinary adult will feel at moments the artistry of the playing. In fact, the boy was so absorbed in the actual playing that when he lost a job, the loss was not serious. The job was secondary. Playing was his real interest.

Dedication to a single interest does have advantages, but such concentration of purpose carries with it psychological liabilities. When the boy failed as a trumpet player, he was a complete failure. There was nothing else for him to turn to. People who specialize less and have wider interests and abilities have other resources they can draw on when they are blocked in one.

The clearest and most moving — and most healthful — impact of the story is made by the fatherly relation of a Negro trumpet player who taught the orphan boy to play. Without the usual minstrel-show clap trap, he watches over the boy, but there are no maudlin scenes. Hollywood has again come through with a picture that should help teach that Negroes are dignified human beings. This is not a powerful lesson on the brotherhood of man, but the message of respect is there all the same, and it should promote better intergroup relations.

Pictures like THE THREAT feed the egotism of criminals, make them feel important, clever, and ruthless. If newspapers and radio featured or played up crime stories, one powerful psychological support for crime would be eliminated. THE THREAT is one of these unwholesome stories about crime that is neither entertaining, nor salutary. Avoid.

In the HARBOR OF MISSING MEN, what could have been an interesting and instructive visit into a Greek Orthodox home at the time of the Epiphany is turned into nauseating, servile slobber. Religion is one of the real interests of men, but it deserves to be treated with dignity instead of syncophancy. This film either drips with sentimentality or foams with cruelty. There are plug uglies, international gangsters, double-crossers, and a family that is too utterly sweet. It's nauseating entertainment and basically dishonest. Avoid.

THE HASTY HEART is a moving story of the savageness of civilized states branding babies as illegitimate. The bitterness of a Scotch soldier was so great that he never made any friends in his twenty-four years of life. Afraid of getting hurt, he repelled people who tried to be friendly. Then when he had only a few weeks to live, he experienced friendship for the first time in his life, and he was so grateful, he wanted to share his wee hoose in Scotland with all his ward mates. The tragedy of illegitimacy, the heartbreak of proud loneliness, the balm of friendship, the essential generosity and decency of ordinary men, some grand comedy — these all make a swell movie.

BICYCLE THIEF is a simple, honest story of unemployemnt and poverty in postwar Italy that democracy must always be concerned with. The film calls attention to the hopeless conditions that breed violence and crime. In the end all things do not work out happily but neither is the agony piled on top of agony in an orgy of agony a la Hollywood. Don't miss.

MY FOOLISH HEART exemplifies in an important way the idea about not judging others lest we be judged. In the beginning of this film, we feel resentful toward a cruel and drunken wife, but as the story unfolds, we come to realize more fully how the experiences she had gone through had made her bitter and mean. In the end, we have greater understanding so that we are less inclined to judge. The over-all effect on us is greater emotional peace and ease of mind as we let go our own bitterness and condemnation. A good picture.

THE LIBRARIAN'S ROLE IN VOCATIONAL GUIDANCE

HAROLD D. JONES
Fairmont State College
Fairmont, West Virginia

Although most people concerned with secondary education will agree that the process of aiding students to choose, prepare for and enter upon a satisfying vocation is important to society and to the individual, most faculties do not as yet include a qualified vocational counselor.

Well-trained librarians or teacher-librarians can in part meet the needs of pupils for guidance in career planning. Where no courses in occupations are offered, librarians can take the initiative by selecting, organizing and interpreting reading matter dealing with the more than twenty-one thousand occupations that the American economy provides.

A successful library-centered vocational information service depends chiefly on three factors: a competent librarian, adequate funds, administrative, faculty and parental support. Provided that funds and interest are not lacking, the librarian, as bibliographic consultant, will be called on to implement an effective vocational and reference service.

This article is intended to suggest several basic principles and name some sources for material which may aid guidance teachers and librarians. Books for younger readers, for example, should be general in nature. Jobs or professions which involve physical activity are of greater interest to pupils of junior high school age. Few twelve-year-olds who would be intrigued by a book on the merchant marine would enjoy reading information about the work of a certified public accountant.

As students approach the time when their secondary school education nears completion, they are ready for more particularized information about specific occupations. They will need to know how they can prepare for a given calling, what its potential rewards are likely to be, what value it has to society, how great is the need for new workers in the field and how long it takes to achieve advancement. A well written monograph or chapter on a given vocation will include data on the nature of the work, health and accident hazards, typical places of employment, hours, regularity of employment, and names of labor unions or professional associations which workers may join.

Each student should be encouraged to make a self-inventory of his assets, his aptitudes and his interests. After such an analysis he can be encouraged to read all the information the library can provide about several occupations that he considers appropriate to his abilities. Librarians should not "give advice" about choice of vocations, but should aid students to consider all the factors that will enable them to make intelligent decisions of their own.

Where can one find information about occupations? The librarian will think of the Standard Catalog series, of course—(Standard Catalog for High School Libraries: Standard Catalog for Public Libraries and their supplements. Published by H. W. Wilson Company, 950 University Avenue, New York 52, N. Y., service basis.) But there are more specialized bibliographic aids to be consulted. Part I of the U. S. Employment Service, *Dictionary of Occupational Titles,* (Washington, Government Printing Office, $2.00.) lists the names of twenty-nine thousand different jobs and describes exactly what the worker in each job does. *Guide to Occupational Choice and Training,* prepared for the Office of Education by Walter J. Greenleaf, available for thirty-five cents from the Superintendent of Documents in Washington, has a recent and extensive list of books and other sources, some of them free, of material useful in guidance programs.

Gertrude Forrester in her *Occupations, a Selected List of Pamphlets* (H. W. Wilson Co., supra $2.50) lists the price and publisher of more than fifteen hundred titles written about specific vocations. Mary R. Lingenfelter and M. A. Hanson in their *Vocations in Fiction* (American Library Association, 50 East Huron Street, Chicago, Illinois, $1.25) list three hundred and forty-nine novels under different occupational headings.

From the *Occupational Index* published by New York University (Washington Square E., N. Y. 3, N. Y., $7.50) one can get lists of free and inexpensive material. The current quarterly issue lists about 200 occupations and sources of information about them from the fields of accounting to that of writing. *Occupations, the Vocational Guidance Journal* (National Vocational Guidance Association, 1424 16th Street N. W., Washington 6, D. C.) listed in its issue of April 1947 more than 200 occupational monographs prepared by agencies of the federal government and costing from 5 to 55 cents each. Useful data may be found

in John R. Yale's *How to Build an Occupational Information Library* (Science Research Associations, 228 S. Wabash Ave., Chicago 4, Ill., $4.00).

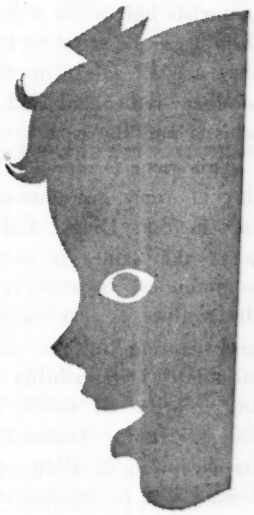
Using such bibliographic aids, the librarian will want to select books like *Occupations Today* by John M. Brewer and Edward Landy (Ginn and Company, 70 Fifth Avenue, New York 11, $2.56) which gives a general survey of many fields, and *Outdoor Jobs for Men* prepared by the Vocational Guidance Service (Vanguard Press, 424 Madison Avenue, New York 17, New York.) Girls may like *Careers in Business for Women* by Doree Smedley and Lura Robinson (E. P. Dutton, 286 Fourth Avenue, New York 10, New York). *Careers in Photography* by C. B. Neblette (Ziff-Davis, 540 North Michigan Avenue, Chicago 11, Ill., $2.75) and *Government Jobs and How to Get Them* by S. D. Spero (Lippincott, 227 So. Fifth Street, Philadelphia 5, Pennsylvania, $2.95) will find readers.

For students ready for very systematic and specific data about jobs, pamphlets frequently are the most satisfactory source of information. The best pamphlet series now in print are listed in Dr. Forrester's bibliography cited above. A pamphlet of Pharmacy, for example, gives information about opportunities and duties, qualifications essential for success, preparation and training necessary, income, professional organizations, advantages and disadvantages, gives a bibliography for further reading and lists schools granting degrees in the field.

The *Occupational Outlook Handbook* (U. S. Department of Labor, Bureau of Labor Statistics, Bulletin No. 940,, Government Printing Office, Washington 25, D. C., $1.75) gives specific data about nature of work, training and other qualifications, earnings, and hours of work, and sources of additional information about two hundred and eighty-eight specific occupations.

Free material can be obtained from some professional associations like the American Dietetic Association (620 North Michigan Avenue, Chicago, Illinois) or the American

How to make good readers out of poor ones



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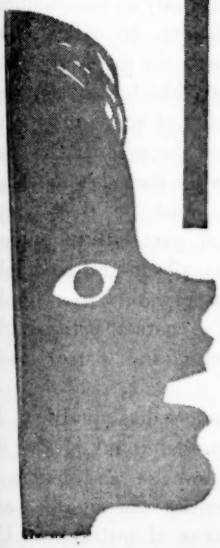

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Bankers Association (12 E. 36th Street, New York 16, New York).

To assist parents or older students who would like to employ the testing and counseling services of professional vocational guidance bureaus, libraries should have on hand the *1950 Directory of Vocational Counseling Agencies*, compiled by the Ethical Practices Committee of the National Vocational Guidance Association. (Ethical Practices Committee, Box 64, Washington University, St. Louis 1, Mo., $1.00.) This directory arranged alphabetically by states and under state by city, lists approved vocational guidance agencies and gives data about sponsorship, scope of services, clientele accepted, names and qualifications of directors, data about staff, fees and method by which prospective clients may apply for services.

With adequate support from school, community and colleagues, librarians can substantially add to the effectiveness of the guidance program. If your students want information about how to manage a skating rink, what an industrial bacteriologist does, or what kind of machines a cabinet maker has to operate, you'll know whom to ask.

RED COATS AT THE CROSSROADS

DAVID KENYON WEBSTER

Bleep! Bleep! A whistle blasts and two red-coated boys lower their stop signs to the oncoming traffic. The motorists halt while a group of children cross the street to school. When they are all safely on the sidewalk, another red-coated lad blows his whistle and the cars proceed.

This scene is repeated four times a day at every grammar-school crossing in San Diego, California. Always the same, it never becomes monotonous, because it saves childrens' lives. It also teaches discipline and caution to the students, and stimulates responsibility in the crossing guards. In short, this is San Diego's Junior Traffic Patrol. Since its inception in 1936, no child has been killed or injured at any crossing under its protection.

Alarmed at that time by the number of children hurt in accidents on their way to and from school, the Police Department decided to organize a corps of boys trained to protect other youngsters at busy intersections. Frank V. Merritt, now chief of plant protection at Consolidated-Vultee Aircraft, drew up a series of plans and recommendations and formed the first test platoon at the Washington Grammar School. This proved so successful that the idea was expanded on a city-wide basis; there are now 1000 boys, supervised by six police officers and one sergeant, manning a Junior Patrol that regulates traffic at 56 crossings.

How, you will ask, is the Patrol organized? What role does the Police Department play? The answers to these questions may well provide the inspiration for thousands of similar units throughout the country.

With each school the process is the same: First a survey is made by police and school officials to determine where most children live in relation to the school; what intersections are most advantageous for student crossings; and which of these intersections should have protection. When the crossings have been chosen, the children are told to use them and their parents are notified of this choice in a printed bulletin. The same bulletin explains the theory and practice of the Junior Traffic Patrol. Concurrently, a general publicity campaign is run to inform the neighborhood of the plan for protected crossings, so that there will be no misunderstanding on the drivers' part when the Patrol is n action.

The actual selection of the Patrol members is somewhat more involved. Selected policemen, tolerant and affable by nature, work with principals and teachers to choose, supervise, and train the most reliable boys in the fourth grade. These lads start as substitutes in the spring, become bona fide guards in the fall, and remain on duty throughout the sixth grade. A squad, composed of a substitute, a second private, a first private, a second corporal, a first corporal, and a sergeant, is assigned to each crossing. Promotions are gradual, but if a boy is conscientious and a good leader, he will in time progress through all the ranks until he becomes eligible for a command position like that of sergeant or even of lieutenant of the school. The lieutenant, invariably the most outstanding sergeant, must be that happy combination of personality and aggressiveness usually found in public relations' men in adult life, for he is the school's contact between the Police instructor and patrol members.

When a student has qualified, he reports to a squad room, draws the red cap, red sweater and badge of rank that identify the guards, and begins the course of instruction. Un-

der the school drill sergeant he learns discipline and a modified form of close order drill. He is taught the rules and regulations of the patrol; the care and maintenance of his uniform; the principles of traffic regulation, such as "no member to leave his post at the curb at any time", "adult pedestrians to cross the streets unsupervised at their own risk", etc. Together with his fellow-members, he is inspected frequently. At each inspection the full squad must be on duty, everybody neat and in proper uniform, all signals in working order, and all members familiar with their particular chores.

Safety is the keynote of the instruction. Safety forums in the school classrooms and Patrol movies in assemblies are presented by the Patrol and the police Traffic Education Department. The faith is spread further abroad through the same media at P. T. A. meetings; in radio programs to the general public; in lectures and movies to civic organizations. Only with the closest public cooperation and understanding can the Junior Traffic Patrol function as efficiently as it does.

Perhaps the greatest stimulus to efficiency is the weekly meeting wherein the boys assemble under the supervision of the principal and a police instructor. Members air complaints, offer suggestions, testify against obstinate students who have disobeyed their instructions at crossings, and generally develop initiative and responsibility. Each meeting gives the police instructor an opportunity to explain anything necessary for the improvement and coordination of members of the various squads. Do the lads have any recruits or new ideas? He will receive them cordially. Is there a traffic or personal problem they want help with? Call the cops. Does the patrol know its regulations and methods? Quiz them. Have novices been trained and assigned to squads? If not, give their lieutenant an assist. Are any of the boys unable to fulfill their duties? Dismiss them. Thanks to the Police, the weekly meeting is seldom dull.

Life in the Junior Traffic Patrol is not, however, a continuous round of chores and conferences. One extremely popular feature is the diversion provided by the Police and other civic organizations—passes en masse to football and baseball games, roller-skating parties, boat rides, visits to the zoo, and sundry other trips of interest. The annual Christmas party at the Police pistol range —athletic contests for the boys, Police boxing, wrestling and shooting matches, and a barbecue—is a reward of magnificent proportions. And when the boys graduate to junior high and leave the Patrol, they are given a free week's camping trip.

Thus far we have been, like Jonah, on the inside of the organization. How does it look to the uninformed driver on the outside?

It is 8:30 of a bright, sunny morning. You are driving smoothly along Balboa Avenue into Pacific Beach under the gently waving eucalyptus trees. Suddenly a huge white SLOW on the road, followed by SCHOOL XING in three-foot letters catches the eye. You automatically decelerate. A small boy with a STOP sign brings you to a halt. You observe that he is one of five youths on duty, all corners but the one to your immediate left being posted. Fifty feet up from the diagonally opposite corner, a lad (obviously the sergeant), bearing a whistle and a candy-striped yellow and black staff, stands on a box on the sidewalk, watching the traffic and supervising the other youths. These send a covey of children across the street. When they are safely on the

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other curb, the sergeant blows his whistle, the others raise their signs, and the cars move on.

And what if you should decide to ignore the children's signs and signals? My advise is this: Don't! Disobey them once and you will always know better, for the Patrol is instructed to telephone the Police immediately the license number of any vehicle violating their orders. Certain sections of an article of a city ordinance pertaining to schools make it illegal to fail to obey any lawful order of any uniformed Junior Traffic Patrolman at a school intersection or fail to stop within fifty feet of the nearest side of a school pedestrian lane where any signal device, flagman, or other person is stationed, giving warning that children are about to cross the street. "It is further declared unlawful", continue the city fathers, "to proceed until such signal has stopped, raised, or been removed, or the flagman or person stationed at such pedestrian lane has given a signal to go or has left the locality."

Furthermore, another section makes violation of the above a misdemeanor, punishable by a $50 fine or five days in the City Jail the first time; $100 or ten days or both the second; and for the third and each additional offense within a year of the first a grand total of $300 and/or three months in said City Jail. In short, it doesn't pay to drive recklessly through a San Diego school crossing.

San Diego's children are fully protected. Are *yours?* If not, then it is high time you organized a Junior Traffic Patrol in your *own* city or village. Every minute you delay may cost a child's life.

CAPITALIZE ON SCHOOLHOUSE MEETINGS

HERSCHEL HENDRIX
Principal, High School
Bono, Arkansas

While all schools are hampered by lack of facilities, enlarged enrollments, inadequate operating funds, and shortage of qualified teachers, the rural schools seem particularly affected by another ailment which is serious and far-reaching. In many communities, there is an alarming lack of interest in the school program on the part of the parents.

In many localities the school is the center of the community activities. The school is designated as the voting place at election time; the 4-H, Home Demonstration, and various other clubs use it as a meeting place; and most of the entertainment for the community centers in the school buildings and school grounds. This is as it should be. It gives the people of the community a feeling of "belonging," of being "a part of" the local group.

This is an ideal situation, but there are far too many cases of teachers and school officials missing a wonderful opportunity to talk to the parents of the children they teach about individual and group problems. The first and greatest problem is already solved — that of getting the people together. While they are together and in a receptive mood, how often are they approached upon the subject of local education? How many teachers seek out Johnny's father and inquire into the reason for Johnny's sporadic attendance at school; or mention to Mary's mother that she would do much better in reading if she were encouraged to do more outside reading with a little help? How many principals and superintendents grasp this chance to corner a group of fathers to talk about a road that needs to be repaired so that it might be safer for the school bus?

Let us look further into the above cases. By a short chat with Johnny's father it might be found that he was very much surprised to learn that Johnny had been absent; or the teacher might learn that Johnny was sick and had to make regular trips to the doctor.

Mary's mother might be glad to learn that the teacher desired a little outside help for Mary; or the teacher might find, through conversation with the parent, there was no one in the family capable of assisting Mary with her studies.

By considering the problem involved from all angles, the group discussing road repair might find it a comparatively simple problem that could be solved in a short time with little effort and a minimum of expense to each, if they worked together.

The knowledge gained would be invaluable aids in teaching and understanding Johnny and Mary. The problem of the road might mean that money that would have been spent for repairs could now be diverted to other uses, perhaps to greater advantage.

Too many of the fathers and mothers are not interested in the school their children are attending because they have been given no reason for being interested. They haven't been shown the advantages of what some people are prone to call "modern ideas", nor the good

to be derived from group discussions and concerted action.

There are many instances where the school-going process is more a transportation problem with the home on one end of the line and the school on the other end. Tommy gets his face washed in time to catch the bus and that is the end of Tommy until the bus runs that afternoon.

Education, like Democracy, is everybody's business. The average parent is more than glad to share this interest and take on his responsibility if he is convinced that his efforts are wanted and needed.

This bit of public relations should be the duty of the school officials. Besides making their own work easier and more pleasing, it will serve to inform the parents of the educational needs and the problems of their children; create a stronger bond between the school and the home; and finally raise the standard of living in the community.

THE BREAKFAST HOUR

WILLIAM E. GILLIS
Superintendent of Schools
East Haven, Connecticut

Between waking and time of
departure
When we all feel a little dour
Comes a pause in the day's
occupation
That is known as the breakfast
hour.

Superintendent's Wife: Good morning, dear.

Superintendent: G' 'mornin'.

Wife: You must have had an important Board meeting last night. It was about one o'clock when you got in this morning. Did you have a discussion on the educative process and its implications on the preparation for democratic living in an atomic age?

Superintendent: No, but there was a discussion on religion.

Wife: Oh, are you going to add a course in religious education to the curriculum?

Superintendent: No, it all started with windows.

Wife: What has religion to do with windows?

Superintendent: Why, that's perfectly simple. Some kids broke several windows in North School and Ed Smith said that we ought to put more of the fear of God into the children. What this country needs, he thought, was a better moral upbringing and better attendance at Sunday School. Every family should be made to see that the kids get a thorough religious training.

Wife: Oh, then they voted to go on record to that effect?

Superintendent: No, they voted to replace the broken windows.

Wife: Well, that didn't take up all of the time. What else did they do? Did they approve the evaluation program you planned?

Superintendent: No, they didn't have time for that. They had a delegation from the Grove Street School. The parents there threatened to keep the kids home because the weather is too cold for them to go to school at a quarter of nine. They want to have the school start later.

Wife: What time do they want it to begin?

Superintendent: At nine o'clock. They think that it will be warmer than it is at a quarter of.

Wife: What did the Board do?

Superintendent: Well, Chairman Brown thanked the parents for coming to the meeting. In a democracy, he pointed out, everyone should take an active interest in civic affairs and they should all work together. The meeting is the place where such matters should be discussed. "We

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feel that more parents should adopt this practice and take up their problems because, after all, we have the same aim—the welfare of the children," said Brown.

Wife: Oh, they decided to change the hours then?

Superintendent: Oh no. In closed session they got to talking about how soft the kids are nowadays and how, when we were young, we had to walk through snow for miles to get to school. Ed Kind told how when he was a kid he had to walk barefoot in the snow. When his feet got cold he lay on his back and held his feet up toward the sun to get them warm. One story followed another and they forgot all about making a decision on the matter.

Well, I've got to get moving. Remember, I've got to be at supper with the Business Group tonight and then I've got to give my talk to the P. T. A.

Wife: That makes five nights out for you this week. What is your topic, dear?

Superintendent: I'm going to speak on Home and Family Living being added to the curriculum.

Wife: What do you know about that topic? You're not home enough to do any family living.

Superintendent: Well, Paul Collier strongly advocates such a course and he's out at more meetings than I am and what's good enough for Paul is good enough for me.

Wife: Goodbye, sweet.

Superintendent: Goodbye, dear, I'll see you tomorrow morning.

(Any similarity to persons either living or dead is purely intentional.)

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Case for Shorter Themes

EDWIN T. SANDBERG
Indiana University
Bloomington, Indiana

That increased publishing costs have had a beneficial effect on modern writing is hardly deniable; verbosity has been superseded by an appreciation of the virtues of directness and conciseness. "Close writing," the utilization of the right word in the right place, has led to better clearer expression.

Yet, most teachers of college English continue to insist on length as a measure of quality in student writing. Thus, student ideas which could be well expressed in a few words have been expanded into inflated essays. Through such emphasis, college composition courses are becoming further and further removed from actual writing practices. Students with basically good ideas are forced to clothe them in sheer verbiage to meet the requirements of the instructor; students have had their thinking directed away from clear expression to diffuseness. Good ideas are often buried.

In an attempt to counteract this traditional practice, an experiment with shorter themes was conducted recently at Purdue University. The majority of composition students were at first disconcerted to find whole sections of their themes marked with red pencil; these sections were those which the instructor felt were nothing more than words. Each student was permitted to use his own subject, to develop it as he wished, but was required to limit his theme to *one paragraph.* The experiment was confined to five themes which were then compared with five themes written in the customary manner.

Improvement, while varying in degree, was evident in almost every case. Emphasis upon quality made stricter grading of mechanics possible; whereas two errors were permissible in a conventional theme, only one was permitted in the shorter theme. Student vocabulary was greatly improved. Student A, who had been very careless in this respect, found it necessary to test every word or phrase before using it. Student N, plagued with spelling difficulties, was able to devote more of his time to improving this aspect of his work. Student R, being held to strict observance of punctuation rules, improved his usage.

The instructor, given freedom from the labor of reading many paragraphs of "padding," was able to concentrate upon mechanics and the real quality of student writing. The objectives of the course—clarity, forcefulness, and literacy—became immediately clear to the students.

Ideas assumed their deserved importance, the emphasis being placed on meaning instead of words. Thinking was inspired because the elimination of repetitious words and phrases directed the writers' attention to content. But, more important than any of these, the students were taught to weigh every word for its effectiveness and were brought to a recognition of the fact that mere length adds nothing to achievement.

"Education, whether of black man or white man, that gives one physical courage to stand up in front of a cannon and fails to give him moral courage to stand up in defense of right and justice, is a failure."

Booker T. Washington.

THE NEWS DIGEST

NEA Shuts Out Communists Exposes Other Dangers

ST. LOUIS — What the delegates hear, say and do at a meeting of the National Education Association serves as a barometer of educational conditions in the United States. The annual meeting at St. Louis during the Fourth of July week of 1950 was typical in this respect, showing grave concern over communist infiltration, academic restrictions, overcrowded classrooms, the shortage of elementary teachers, the inadequacies of rural schools and kindred evils.

The delegates learned at the opening session that the New York Teachers Union, local 555 of United Public Workers, had resigned from the NEA. This action prevented an anticipated fight to oust the union on charges of communist affiliations. The group had stepped out before being "kicked out," as Dr. John K. Norton explained.

The delegates completed a revision of the by-laws barring members of the Communist party from the association. The vote by secret ballot was "almost unanimous".

Speakers denounced loyalty oaths as unnecessary and futile and warned that many teachers are already fearful of discussing controversial issues in the classroom.

The friends of public education were warned against enemies, named and unnamed, who seek to restrain freedom of expression or to deprive the schools of needful revenues by demanding false economies or a narrower curriculum.

Dr. Howard Dawson of the NEA's Rural Education Department demanded better teachers and better housing for the rural schools, in the name of fair play and the nation's well being.

Reports from many states indicated a growing scarcity of properly qualified elementary teachers, as population expands and schools become more and more crowded.

Teachers pointed out the impossibility of giving children individual attention where there are fifty to seventy pupils to one teacher, as is the case in all too many schools today.

Resolutions were passed endorsing military action by the United Nations and the United States in defense of South Korea, and calling on the government in Washington to maintain the strength and vigilance essential to ensuring peace.

Corma Mowrey of Clarksburg, West Virginia, was elected president. She succeeds Dr. Andrew Holt of Nashville, Tennessee.

Princeton to Study World Antagonisms

PRNCETON, N. J. — Princeton University has announced the establishment of a new research center to find out why the people of the world don't team up easier.

Dr. Harold W. Dodds, president of Princeton, said the unit would be known as the research center for the study of world institutions. It will consider problems such as obstacles which hinder operations in the United Nations, the antagonism between democratic and non-democratic values, and the widespread mistrust of foreign peoples and ideas.

Sees Fewer Libraries Improved Service

Instead of the present 7408 public library units, the next decade may see 1000 larger library systems offering "truly national service" to the United States for the first time.

These are among the findings of the recently completed Public Library Inquiry, directed by Dr. Robert D. Leigh of Columbia University.

Under the proposed reorganization plan, some of the libraries would be city systems which would be extended to serve surrounding metropolitan areas. Outside the cities, small libraries would continue to serve their communities but would be joined to constitute regional library services, with a general book pool, and specialized personnel available for guidance.

UNESCO Scans History, Geography Texts

BRUSSELS, BELGIUM — In a move to improve history and geography textbooks, the United Nations Educational, Scientific and Cultural Organization held a seminar here last month. The contents, presentation and use of textbooks in various countries were studied and ways in which books can assist in the development of international understanding were considered.

According to UNESCO, the meeting was prompted by that fact that many texts, written in good faith, contain conceptions harmful to children. For example, in some countries, history is presented as a succession of violent battles, and its teaching has tended to foster aggressive national sentiments.

Southern Educators Confer On Graduate Planning

DAYTONA BEACH, FLA. — Early this month, 140 faculty members and 47 university professors will meet here to outline details of the south's two-year program for pooling higher educational facilities. Emphasis at the work conferences will be on helping the southern universities select the fields of study in which they wish to specialize.

The graduate schools will admit students from other states on the same basis as local students, one school specializing in agriculture, another in engineering, etc., so that a top-flight program may be developed. Programs in medicine, dentistry and veterinary medicine are already in operation.

Funds to support the plan will be sought from the various legislatures in 1950.

The resources of government and private industrial facilities in the South will also be enlisted for educational purposes.

Schools Charged With Forcing Slow Learner

COLUMBUS, OHIO — The insistence of schools on teaching the "slow learner" subjects in which he cannot succeed often damages his self-con-

Facilities for Negroes Must Be Really Equal, Court Says

WASHINGTON — Segregation of Negroes in graduate schools and railroad dining cars received a setback at the hands of the Supreme Court on June 5, when the full bench gave out its final package of eighteen decisions before adjourning for the summer.

In cases involving Negroes, the court declined to reconsider its 1896 declaration to the effect that segregation is not in itself a violation of constitutional rights, provided equal facilities are supplied to persons of both races. Instead the issue was determined on the basis of equal or unequal facilities.

G. W. McLaurin, Negro student in the graduate school of the University of Oklahoma, was upheld in his contention that he should not be required to sit apart from other students in classroom, library or restaurant. Chief Justice Vinson summed up the court's opinion by stating that McLaurin 'must receive the same treatment at the hands of the state as students of other races."

Heman Sweatt, a Texas Negro, was supported in his claim that the law school of Texas University for Negroes could not offer him instruction equivalent to that given white students in the University of Texas. Again the Chief Justice spoke for the full tribunal. Separate schools do not offer "substantial equality in the opportunities" for Negro and white law students.

In the Henderson case, railroads insisting that Negroes occupy only certain roped-off tables in railroad dining cars, were found violating an order of the Interstate Commerce Commission that prohibits the railroads subjecting any person to "any undue or unreasonable prejudice or disadvantage."

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fidence, leads to his rejection by teachers and classmates and makes him vulnerable to neurotic or delinquent behavior.

This was charged by Dr. A. R. Magnus of Ohio State University in an address to the American Association on Mental Deficiency.

He urged that those who cannot find meaning in traditional subjects be guided toward social, emotional, intellectual, moral and economic maturity, and pointed out that according to a recent study one in five retarded children was poorly adjusted.

Geography Teachers To Meet in November

PITTSBURGH — The annual meeting of the National Council of Geography Teachers will be held in Chicago at the Edgewater Beach Hotel, November 24 and 25, 1950, in cooperation with the 50th Anniversary Meeting of the Central Association of Science and Mathematics Teachers. The program is being arranged under the direction of Dr. Loyal Durand, Jr., professor of Geography at the University of Tennessee, who is the president of the National Council.

Principals Speak Up On College Entrance

NEW YORK, N. Y. — According to a recent survey, 47 school systems in the New York City area would like to see present college entrance requirements revised. Many principals, objecting to restrictions placed on the development of new courses by "required subjects" for college, would like to liberalize the content of mathematics course, reduce language offerings and start family-living courses with the assurance that these would be accepted for entrance credit.

The principals surveyed also complained that colleges showed little interest in the results of school personality tests and inventories, teachers' judgment of student abilities, and reports of student work habits. They expressed the belief that such information could reveal the student as a person rather than a name in the registrar's file.

Teacher Shortage Hits New High

WASHINGTON, D. C. — A million more children are attending elementary and secondary schools this month than entered last fall. Approximately 20,000 qualified elementary teachers are available, while 100,000 are needed. These figures, based on a nationwide survey conducted by the National Commission on Teacher Education and Professional Standards, indicate that the United States is confronted with the most serious elementary teacher shortage in its history.

According to the commission's report, the schools will need 1,000,000 teachers in 10 years to meet an enrollment increased by ten million. At the present rate of preparation only about 200,000 new teachers will be available. Educational leaders urged that parent teacher associations, citizens' committees for school improvement and responsible lay leaders take steps to remedy the situation.

Education Fellows Begin Harvard Study

CAMBRIDGE, MASS. — Four Education Fellows have been appointed to study at Harvard University during 1950-51. David K. Berninghausen, Librarian at Cooper Union, New York City, will use his year at Harvard to develop and clarify his educational philosophy. Angelo Giaudrone, Superintendent of Schools in Ellensburg, Washington will center his work on "community participation in the development of the whole school program." Gordon C. Godbey, Assistant in Extension at the University of Kentucky, plans to investigate problems of curriculum, the psychology of learning, and teaching methods. Calvin Gross, teacher and registrator at the Thomas Jefferson High School in Los Angeles, will study administration. James W. Bushong, Superintendent of Schools in Bend, Oregon is the fifth member of the group.

The fellowships were created last year to enable school men to fill in their own backgrounds and develop special fields of interest in order better to serve the nation's schools and their own communities.

Early Treatment Urged for Stutterers

CHICAGO — Every preschool child who shows early signs of stuttering should receive immediate treatment, according to Dr. Isaac Karlin of the Speech Clinic of Brooklyn Jewish Hospital. Pointing out that the child of 3 or 4 may show only occasional slight hesitation in speech, Dr. Karlin stressed the role of parents in correcting the condition.

"The child's attention should not be drawn to his speech difficulty," Dr. Karlin said. "In his presence, the parents should talk in a simple easy manner. They should not try to increase or improve his vocabulary. They should notice the situations or circumstances during which he talks best and these conditions should be encouraged. Conditions under which he stutters more should be discouraged.

"Self reliance should be encouraged, especially in eating and playing. A period of relaxation should be provided every day during which the mother reads to the child in a calm and easy manner."

Kansas Will Train Youth as Citizens

ABILENE, KANS. — A broad program of citizenship education will be launched in the Kansas public schools before the end of the year. Aimed especially at young people who will not attend college, the project is sponsored by the Eisenhower Foundation, an organization chartered to honor General Eisenhower and veterans of World War II.

State and local educators will serve on the foundation's 250-man board of trustees. Funds for the program are being collected by Kansas business leaders.

School Boys Are Advised To Be Word Collectors

Many high school students are "sadly lacking in vocabulary and the correct use of English," according to a report released recently by Dr. Harvey N. Davis, president of Stevens Institute of Technology, Hoboken, N. J. His observations are based on a study of high school students who last summer attended a junior camp sponsored by Stevens. The purpose of the camp was to discover vocational interests and college aptitude.

Of a representative group of thirty boys taking word-meaning tests, Dr. Davis said, nineteen made low scores. To overcome these deficiencies, the Stevens president advised high school students to "work on their English and to collect words with the enthusiasm that some boys bestow on stamps or coins."

Would Admit to College On Aptitude Basis

URBANA-CHAMPION, ILL. — A proposal to discard standard college entrance requirements and substitute scores giving evidence of aptitudes has been submitted to the University of Illinois and other colleges and universities of the state. The recommendations, if adopted, would enable the smaller public schools to escape from curriculum restrictions based on college entrance requirements in English, foreign language, mathematics, science and social studies.

Under the proposal just issued by the Office of the Superintendent of Public Instruction, students would be selected for admission to college work on the basis of scores on (1) a scholastic aptitude test, (2) a test of critical reading (3) a test of writing skill, and (4) a simple mathematical test, and (5) evidence that the student has an intellectual interest and effective study habits as shown by better than average grades on two years of work in one field in high school.

U. S. Commissioner Picks Advisory Body

WASHINGTON, D. C. — An advisory council of twenty-five representative educators has been named by U. S. Commissioner Earl J. McGrath, to assist him in directing the Office of Education toward the most desirable goals and to confer with him on whatever appears to be the greatest problems of the schools from time to time.

The Commissioner's Advisory Council is composed as follows:— E. H. Hopkins, vice-president of the State College of Washington; Will Crawford, San Diego Superintendent of Schools; Herold C. Hunt, Chicago Superintendent; Andrew Holt, former NEA president; O. C. Carmichael of the Carnegie Corporation; Kirby Walker, Jackson, Miss., Superintendent; A. B. Bonds, Jr., Arkansas Commissioner of Education; W. J. Haggerty, president of New Paltz (N. Y.) State Teachers College; Paul Klapper of the New York City school system; Wayne Reed, president of Peru (Nebr.) State Teachers College; Robert Wyatt, secretary of the Indiana State Teachers Association; Finis Engleman, Connecticut Commissioner of Education; Henry Hill, president of Peabody College; Sarah Blanding, Vassar president; Benjamin Mays, president of Morehouse College at Atlanta, Ga.; J. B. Perky, Okla. Director of Vocational Education; John Taylor, president of the University of Louisville; Miss Mabel Studebaker, former NEA president; Ralph Woods, president of Murray (Ky.) State College; Alonzo Grace, education dept. chairman, University of Chicago; Les Thurston, Michigan Supt. of Public Instruction; J. L. Morrill, president, University of Minnesota; John J. Desmond, Massachusetts Commissioner of Education.

Engineering School Cooperates with College

TROY, N. Y. — A cooperative program enabling engineering students to obtain a broad general education before concentrating on a chosen special field of science or technology has been effected by Rensselaer Polytechnic Institute and Franklin and Marshall College. The agreement is similar to those Rensselaer had already made with Washington and Lee University, Trinity College and St. Lawrence University.

Under the plan students may complete 3 years of the regular liberal arts program, with emphasis on science and mathematics, at Franklin and Marshall before entering on two years of specialized study in one of Rensselaer's major departments. After completing certain requirements at Rensselaer these students will receive the bachelor's degree from Franklin and Marshall. They will also receive the bachelor's degree in engineering upon completion of the two year's study at Rensselaer.

'School of Tomorrow' Plan For Pupils From 3 to 20

CHICAGO — A new type of school program, which will include the enrollment of 3-year-old children in kindergarten, was forecast by Dr. H. C. Hunt, general superintendent of the Chicago public school system. Speaking at a conference at the University of Chicago, Dr. Hunt said that the school of tomorrow will offer an integrated educational program for students from 3 to 20, and in many cases, beyond that age.

Children 3 to 10 will be enrolled in a school that goes as far as the